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PROPOSED JUNIOR HIGH HOME ECONOMICS COURSES

PROGRAM PILOT YEAR 1983-84

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PROGRAM PILOT YEAR 1983-84

PROPOSED JUNIOR HIGH HOME ECONOMICS COURSES - MODULAR FORMAT

	Home Economics 7	Home Economics 8	Home Economics 9
	Knowing Me - Knowing You ?	Relationships ?	Management of Resources
	Childcare - I	Childcare II - Child Development	Challenges and Decisions
	Grooming	Physical Well-Being ?	Families ?
	Core Foods I	Core Foods II	Core Foods III
	Simple Snacks and Meals	Pioneer Food and Outdoor Cooking	Making meals
	Enjoying Food with Others	Fast Foods	Cultural Foods
	Core Sewing I	*Core Sewing II	*Core Sewing III
	Clothing I	*Core Clothing II	*Core Clothing III
	Leisure Crafts	Sports Gear	Special Purpose Sewing

* During the pilot process, either the Clothing or Sewing modules may be selected as the core clothing module for the course.

*
* A 75-HOUR HOME ECONOMICS A OPTION CONSISTS OF 5 MODULES. *
*

The preceeding grid indicates all of the modules proposed for the new Junior High Home Economics courses. Each module represents 15 hours of instruction time. Each course should consist of:

- one of the Personal Living Skills modules depending on students' needs and resources;
- the identified core module in the Food Studies area;
- the identified core module in the Clothing and Textiles area;
- other modules from the elective list.

Elective modules can be chosen from the grade level in which the course is being offered or from previous grade levels.

"KNOWING ME - KNOWING YOU"

"KNOWING ME - KNOWING YOU"

GENERALIZATIONS:

It is necessary to establish a positive classroom climate in order to facilitate learning.

Self-concept is an individual's thoughts and feelings about oneself.

People need to appreciate individuality both in self and others in order to experience more open relationships.

OBJECTIVES: The Student:

1. Participates in establishing a positive classroom climate.
 - Practises communication skills.

2. Understands what is meant by self-concept.
 - Recognizes the importance of knowing oneself.
 - Identifies factors which influence self-concept.
 - Identifies one's own strengths and abilities.
 - Recognizes self-concept as changing and changeable.

3. Appreciates differences among individuals.
 - Identifies how opinions about people are formed.
 - Understands how stereotypes develop.

"KNOWING ME - KNOWING YOU"

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Classroom Climate	
Choose from:	
a) Create a placemat, poster, or collage to serve as an introduction to the class.	
b) Working in pairs, interview each other for introduction to the class.	
c) "Who's who?" activity: Students must mingle and find classmates who have specified characteristics from a list: i.e. blue eyes, speaks another language ... etc. as a means of developing communication with each other.	Canfield & Wells, 100 Ways to Enhance Self-Concept in the Classroom. Pfeiffer & Jones, Structured Experiences for Human Relations Training - Volume VI, 1975. Feelin' Good (Teacher's Kit) Tea Council of Canada
2. Self-Concept	
Choose from:	
* a) Compile a "This Is Who I Am" journal throughout the module. Include likes, dislikes, hobbies, feelings, etc.	McGinley, People, Caring, Deciding, Growing, Teacher's Guide 1980
b) View films on emotions and feelings.	Churchill Films
c) Do worksheets on "Emotions" as a means of understanding oneself.	Goodspeed and Smith, This is the Life, Teacher's Resource Book, 1977, M24, 25, 26.
d) Develop a bulletin board or skit which identifies how self-concept is formed and influenced.	McGinley, People, Caring, Deciding, Growing, Teacher's Guide 1980.
e) Do "Positive Characteristics" activity.	Goodspeed and Smith, This is the Life, 1977. Take action #2, p. 70.

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Home economics - study a... (Secondary)
Life skills - study a... (Secondary)
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"KNOWING ME - KNOWING YOU"

SUGGESTED LEARNING EXPERIENCES	RESOURCES
f) Complete "Self-Concept Quiz". g) Develop a "Value Shield" containing items such as greatest accomplishment, happiest time in my life etc. to point out students' strengths and abilities. h) Read story and view film followed by a discussion of self-concept as changing and changeable. 3. Individual Differences Choose from: a) To recognize that people have different perceptions of any one thing, select an object and have students write five words to describe it. Share observations. b) Show a picture of a sports event. List four things about the picture that are interesting and rank them in order of importance. Discuss why students chose those items. c) Bring in cans without labels. Ask students to identify contents. They might respond that they cannot. Discuss how you cannot tell what is inside a person just by looking at them. Explore ways they can find out about an individual's personality. d) Discuss the influence of the media i.e. TV, cartoon strips on stereotyping.	Goodspeed and Smith, This is the Life, Teacher's Resource Book, 1977, M19. Strathcona County Board of Education, Home Economics Progra for Secondary Schools. ML2-23 b,c Simon, I Am Loveable and Capable (filmstrip) OR Johnny Lingo (film)

"KNOWING ME - KNOWING YOU"

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Examine: Who are the heroes/heroines? Who is smart and capable? Who solves problems?... etc. Discuss how stereotyping affects one's self-concept. * The "This Is Who I Am" journal developed by the student throughout this module could serve as a means of conclusion and evaluation.	

"KNOWING ME - KNOWING YOU"

CONTENT CHECKLIST:

Establishing classroom climate

- introductions
- communication activities

Self-concept awareness

- feelings and emotions
- strengths and abilities
- self-concept as changing and changeable

Individual differences

- individuals within a group
- stereotypes

RELATIONSHIPS

RELATIONSHIPS

GENERALIZATIONS:

The establishment of healthy and pleasant relationships with others increases the enjoyment of life.

Establishing relationships depends upon communication which involves sending, receiving and understanding messages.

OBJECTIVES: The Student:

1. Recognizes the importance of self-concept in developing interpersonal skills.
 - Identifies human needs which affect behavior and how personal relationships help to fulfill these needs.
2. Understands the role of peer groups in adolescent development.
3. Understands the principles of communication.
 - Applies the principles to interpersonal relationships.
4. Identifies qualities that contribute to stronger and more lasting relationships.
5. Understands one's own responsibilities in dating situations.
 - Identifies the purposes of dating.
 - Examines male/female roles and expectations now and in the past.

RELATIONSHIPS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Self-Concept and Behavior Note: If level one - Knowing Me - Knowing You was not taught, students could compile a "This Is Who I Am" Journal as they participate in this unit. Choose from: a) Define self-concept. What factors in our lives affect our self-concept? Can self-concept be changed?	Goodspeed and Smith, This Is The Life Resource Book, 1980, M19.
b) Brainstorm - What is Adolescence? Read and discuss "Being and adolescent" How could the adolescent phase of a person's life affect his or her self-concept? Time wise, how does adolescence relate to both childhood and adulthood? Are self-sufficiency and independence feasible goals of the adolescents stage of life?	McGinley, People: Caring, Deciding, and Growing, 1980, Topic 8.
c) Compile a large wall mural on adolescence. Include jokes, news stories and cartoons that portray adolescents. (The funnier the better.)	
d) Ask the students what they like most about not being a child anymore. Write their responses on the board. Ask the students, now, to list disadvantages of growing older. Compare the two lists mentally for a short period. Ask for comments.	Glencoe, See How They Grow, Concepts in Child Development and Parenting, 1981, Ch. 23. Riker, Me Understanding Myself and Others, pp. 17-33 and Resource Book, pp. 19-20.

RELATIONSHIPS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
e) Students prepare and present to the class case studies of teenagers in typical situations. Focus on the feelings and behaviors of this person in relation to others. Have students identify and discuss the needs shown by the behavior. How does the character attempt to meet these needs?	McGinley, People: Caring, Deciding and Growing, 1980, Topic 2, pp. 7-16.
2. Peer Groups Choose from:	
a) Read and discuss "Friendship Groups" How do friendship or "peer" groups influence behavior? Do they affect self-concept? How do peer groups meet adolescents needs?	Riker, Me Understanding Myself and Others, pp. 193-210 and Teacher's Guide, pp. 38-39. Kelly and Landers, Today's Teen 1977, pp. 63-64.
b) In small groups have students list the characteristics of their own peer groups i.e. - clang, meeting places, clothing accessories, and use of spare time. Do these characteristics change with age? school? city? country?	
c) Select a large picture of a group activity involving adolescents. Students look t the picture for 15 seconds. Remove the picture, then have students list everything they remember seeing. Tally observations on the blackboard. What do these observations tell us about ourselves? Discuss the fact that although group members have many things in common, each is unique in growth, thinking and behavior.	Goodspeed and Smith, This Is The Life, 1977, Ch. 15.

RELATIONSHIPS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
3. Communication Choose from:	
a) Brainstorm: How do people communicate with one another? Teacher and/or students demonstrate body language and decipher the messages given.	Goodspeed and Smith, This Is The Life, 1977.
b) Discuss the roadblocks to effective communication. List some practices that help to improve communication.	Goodspeed and Smith, This Is The Life, Resource Book, 1980 M49. Goodspeed and Smith, This Is The Life, 1977, pp. 213 and 216.
c) Each student in the classroom would place articles that represent their interests in a brown paper bag. The bags are mixed together. One bag is selected at a time and the class tries to identify the person through the objects in the bag. Discuss how these articles are symbols of our interests and that they communicate non-verbally to others.	Goodspeed and Smith, This Is The Life, Resource Book, 1980 M49.
d) Put together a collection of 8-10 pictures of people of various ages. Ask students to write down what they think the person is communicating non-verbally by dress, posture, expression, etc. Discuss differences and similarities of interpretation.	Goodspeed and Smith, This Is The Life, pp. 200, 201, 210. McGinley, Teachers Guide to People Caring, Deciding, Growing Ch. 12, 1980.
e) Have students role-play situations common to their experiences such as conversation with brothers, sisters, parents, friends, etc. Role play the situations first without using the principles of communication and then with all the principles of communication present, i.e. body language.	

RELATIONSHIPS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
3. Communication (cont'd) e) Discuss the differences in emotions, feelings, and results of the conversations. f) Communication charade game in which a volunteer selects one emotion from a list and acts it out for the rest of the class to guess. 4. Friendship: Choose from: a) Write a "friendly-gram" to your best friend and express the qualities that make him/her so important to you. b) Have a Friendship Week based on the theme, "Friendship is" (a school-wide celebration if feasible). e.g. Make a simple gift to give to a friend (could be an older person, a young child - not necessarily someone your age. Have a poster or slogan competition - "Friendship is ..." Look Alike dress like parts of a whole or as identical twins e.g. a group of friends dressed like a rock band. c) Have students prepare "Rules of the Road to Good Relationships". Discuss in terms of universal application.	Alberta Agriculture Homedex 1911-11 Helping Children Help Themselves, pp. 82-83.

RELATIONSHIPS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
4. Friendship: (cont'd)	
d) "Friendship Graffiti" Identify qualities of friendship by making a bulletin board collage.	McGinley, Teachers Guide to People, Caring, Sharing, and Growing, 1980, pp. 49.
e) Use Question Box or "Dear Abby" technique to discuss ways to begin or end relationships, ways to meet people, how to end a friendship in a positive way.	Goodspeed and Smith This Is The Life, Teachers Resource Book 1980, M45.
5. Dating	
Choose from:	
a) Discuss the statement: "Dating is a trianing ground where they learn how to act." List the purposes of dating.	Kelly, Landers, Today's Teen, 1977, pp. 66-69.
b) Research and present information on dating customs in other cultures.	National Geographic Magazine
c) Develop a questionnaire for students to discuss at home. "Dating standard in their letters parent's day". List the similarities and differences.	
d) Analyze advice columns such as "Dear Abby" or Ann Landers. Prepare answers to alternative letters written (or write letters about dating issues to a question box and have class answer them. Try to determine: "What is your responsibility as a date?"	Literature relating to adolescents i.e. Co-ed, Newspaper.
e) Make a collection of contemporary statements and cartoons which have relevance to the roles and expectations of men and women. Do you think these roles and expectations are changing? How? Relate these to the past.	"Feelin' Good" Tea Council of Canada. Goodspeed and Smith, This Is The Life, 1977, pp. 186.

RELATIONSHIPS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
5. Dating (cont'd) f) Discuss influences on male/female roles i.e., parents, peers, school. Does the media influence our concept of male/female roles? How? g) Prepare a list of the advantages and disadvantages of being male/female in today's society. Debate the issue in your class setting. If you could change something about the roles and responsibilities, what would it be? Exchange your list with someone of the opposite sex.	

RELATIONSHIPS

CONTENT CHECKLIST:

Self-concept and behavior

- self-concept
- needs influencing behavior

Peer Pressure/Peer Groups

- importance of peer groups
- understanding and coping with peer pressure

Communication

- methods of communication
- improving communication skills

Friendship

- significance of friendship
- getting along with friends

Dating

- purpose of dating
- responsibilities and expectations of a date
- male/female roles

MANAGEMENT OF RESOURCES

MANAGEMENT OF RESOURCES

GENERALIZATIONS:

Different forms or combinations of resources may be used for the achievement of goals.

Knowledge of needs and wants, sources of information and shopping skills will assist consumers to use resources wisely and make informed decisions.

Greater satisfaction can be gained from income if its use is consistent with individual goals, needs, and other available resources.

OBJECTIVES: The Student:

1. Identifies alternative resources for meeting goals.
 - Is aware of the difference between human and non-human resources.
 - Identifies resources available within one's community.
 - Recognizes personal resources.

2. Develops skills in coping with the marketplace.
 - Recognizes the influence of advertising on shopping decisions.
 - Becomes aware of consumer rights and responsibilities in making informed decisions.

3. Develops methods of money management consistent with individual goals and values.
 - Recognizes the value of a sound money management scheme and the pitfalls of money mis-management.
 - Learns the steps in preparing a budget or money management scheme.
 - Knows how to evaluate the short and long term costs of ownership of various types of personal and household items.

MANAGEMENT OF RESOURCES

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Resources Choose from: a) Students brainstorm to list as many human and non-human resources as they can think of. - Discuss ways these resources are limited. - Discuss which resources are interchangeable. b) Students think of all the ways they can earn money considering time, energy, skills, community resources etc. c) Class prepares a bulletin board illustrating ways of using human resources to save money i.e. preparing food, repairing own bicycle. d) Identify a task in the school or community that can be done using student resources, i.e. pre-schoolers picnic, fund raising event for school. Organize, advertise, carry out and evaluate project. Discuss what was learned about managing resources. e) Using the resources of the home economics lab, the community i.e. supermarket, newspaper ads; and their own human resources, students plan, shop for, and prepare a simple "one-dish" meal.	Brinkley et al, Teen Guide to Homamaking. 1978, Ch.10. McGinley, People, Caring, Deciding, Growing. 1980, Unit I Goodspeed, Smith, This Is the Life. 1977, pp. 224-227. Bratton, Home Management Is, 1971, Ch. 6. Kraft Foods, Food Buymanship. (Kit)

MANAGEMENT OF RESOURCES

SUGGESTED LEARNING EXPERIENCES	RESOURCES
2. Skills in the Marketplace Choose from:	
a) Collect an assortment of advertisements. List specific information about products and services found in the ad. Identify the appeals made and the intended audience.	McGinley, People, Caring, Deciding, Growing. 1980, p.188.
b) Evaluate a TV or newspaper ad, using the following questions: 1. Why did you choose this ad? 2. What did you like/dislike about the ad? 3. How did the ad make you want to buy the product? 4. Is this (#3) a good reason to buy the product? 5. Do you think the product would cost the same in all stores? 6. Would it be good or bad for you? 7. Do you need the product? Why/ Why Not? 8. Did you learn anything new about this product from the ad? 9. Test and evaluate the product.	Goodspeed, Smith, This Is the Life, Teacher's Resource Book. 1980, M61.
c) Prepare a list of advertising slogans. Ask the students to try and identify the product. Discuss this in relation to the impact of advertising on our subconscious or conscious thought.	County of Strathcona: Home Economics Program for Secondary Schools. ML-3-6a. (Kit)
d) Working in groups, compose an ad to sell a product such as: - a seemingly useless item e.g. a piece of knotted string. - an imaginery item e.g. a package of GLUM. - a real item no longer used e.g. a suit of armour.	

MANAGEMENT OF RESOURCES

SUGGESTED LEARNING EXPERIENCES	RESOURCES
2. e) Show the filmstrip "Understanding Advertising".	Butterick, The Buying Process. (Kit)
f) Students compare the guarantees and warranties that come with various items. Discuss their importance in making good shopping decisions.	McGinley, People, Caring, Deciding, Growing. 1980, p.192.
g) Show filmstrip "Satisfaction Guaranteed".	Butterick, The Legal Process. (Kit)
h) Invite a local merchant to discuss consumer rights and responsibilities.	Consumer and Corporate Affairs, Consumer Aware. (leaflet)
i) Show filmstrip "Following Through - How to Make a Complaint".	Butterick, The Legal Process. (Kit)
j) Students write a letter of complaint or roleplay ways of making customer complaints as well as showing appreciation for good service.	
- Consider agencies available for help.	SOS column - newspaper Better Business Bureau consumer & Corporate Affairs
3. Money Management	
Choose from:	
a) Students browse through a catalogue and list ten items they would like and their price. List the items in order of personal preference. If they had $100 to spend, which items would they buy? Discuss in terms of goals and values.	McGinley, People, Caring, Deciding, Growing. 1980, Topic 23. Goodspeed, Smith, This Is the Life. 1977, Ch. 8.

MANAGEMENT OF RESOURCES

SUGGESTED LEARNING EXPERIENCES	RESOURCES
3. b) Present several situations in which students must plan and prepare a budget. e.g. Tracy wants to make sure that she has enough money to buy a new pair of skis at the end of the month. The skis cost $100.00. She works part time at a Dairy Queen and makes $22.50 per week. She also babysits for her neighbors every Tuesday night for $3.00. She already has $60.00 in savings. From her income, Tracy must repay her father $5.00 every week for the loan he gave her to buy a 10-speed bike. Her other expenses include: - about $15.00 per month for clothes; - school lunches - about $1.20 per day; - $2.00 for dance club fees per month; - personal items - $8.00 per month; - miscellaneous - $15.00 per month. 1. Figure out Tracy's budget. 2. Will Tracy have enough money to buy the skis at the end of the month? 3. If not, how much more will she need? 4. How could she best revise her budget to get this amount?	Bratton, Home Management Is. 1971, pp. 78-85.
c) Students select an item such as a bicycle, sewing machine etc. Research the various ways the item might be paid for i.e. cash, credit, loan etc. Discuss the advantages and disadvantages of each.	Brinkley et al, Teen Guide to Homemaking. 1978, pp. 251-256.

MANAGEMENT OF RESOURCES

SUGGESTED LEARNING EXPERIENCES	RESOURCES
3. d) Have the students collect advertisements which include the option of credit use. Have them identify the appeal or "sales pitch" to persuade the consumer to use the credit option or to take out a loan or use credit in some other way. Discuss the advantages or disadvantages of credit.	Consumer and Corporate Affairs (leaflets on credit)
e) Invite a guest speaker to discuss fraudulent schemes.	Better Business Bureau
f) Students choose a fairly expensive item they might consider buying i.e. stereo. Visit different types of stores in the community to compare prices, features and services. Decide where they would buy the item. Why?	
After this exercise, research publications for information on the item. Would their choice change as a result?	Consumer publications such as consumer Report etc.

MANAGEMENT OF RESOURCES

CONTENT CHECKLIST:

Resources

- human and non-human
- community resources
- personal resources

Skills in the marketplace

- advertising
- guarantees and warranties
- consumer rights and responsibilities

Money management

- values and goals
- budgets
- methods of payment and costs of ownership
- fraudulent schemes

CHILD CARE I (BABYSITTING)

CHILD CARE I (BABYSITTING)

GENERALIZATIONS:

Knowledge, skill, and a feeling of confidence are needed to work successfully with children.

OBJECTIVES: The Student:

1. Identifies characteristics of a successful babysitter.
 - Learns the rights and responsibilities of the employer, babysitter, and parents of sitter.
2. Understands basic child care
 - Learns basic safety and emergency procedures.
 - Appreciates the basic needs of a child: food, clothing, love.
 - Understands appropriate discipline.
 - Understands appropriate play activities.

CHILD CARE I (BABYSITTING)

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Characteristics of a Successful Babysitter Choose from: a) "Buzz Session" or "Dear Diary" relating experiences students have had being babysat or while babysitting. b) Brainstorm characteristics of a good babysitter i.e. responsibility business-like attitude c) Case studies to introduce rights and responsibilities: - babysitter - employer - parents of babysitter d) Eggsperiment: Students are to "parent" an egg for a few days. They must take the egg with them at all times or occasionally get an "eggsitter." They are to keep a journal and discuss: 1. common problems of being an eggsitter; 2. similarities and differences between eggsitting and babysitting; 3. being a parent vs being a babysitter. Note: A small plant can be used instead of an egg.	Canadian Red Cross Society, Babysitting (kit) ATA Home Economics Council, Child Care (kit) Heinz Baby Foods, Your Responsibility As A Babysitter Goodspeed and Smith, This Is The Life, Resource Book, 1980, M-40.
2. Basic Child Care Choose from: a) Safety - Guest speaker	Local fire dept., police

CHILD CARE I (BABYSITTING)

SUGGESTED LEARNING EXPERIENCES	RESOURCES
b) Develop a checklist of safety hazards.	Goodspeed and Smith, This Is The Life, Teacher's Resource Book, 1980, M-42. Goodspeed and Smith, This Is The Life, 1977, pp. 162-163.
c) Prepare a "Before the parents leave the house" checklist of emergency phone numbers and procedures.	Mann, Ideas For Teaching Junior High Modern Living, 1976, pp. 61-72.
d) Discuss the food habits of small children i.e. serving sizes, likes and dislikes.	Koerner, See How They Grow, 1980, p. 140-141, 204-205.
e) Students prepare nutritious snacks for various age groups of children.	Hildebrand, Parenting and Teaching Young Children, 1981, ch. 36.
f) Guests: Mother and Baby to discuss and demonstrate changing, feeding and dressing a baby.	
g) Suggest solutions to case studies describing discipline problems.	Goodspeed and Smith, This Is The Life, Teacher's Resource Book, 1980, M-40. Goodspeed and Smith, This Is The Life, 1977, p. 161.
h) Develop a checklist of discipline pointers.	Hildebrand, Parenting and Teaching Young Children, Teacher's Manual, 1981, p. 71. Hildebrand, Parenting and Teaching Young Children, 1981, ch. 34.
i) Discuss appropriate play activities and toys for various ages.	Heinz Babyfoods Handout Goodspeed and Smith, This Is The Life, 1977, ch. 14.

CHILD CARE I (BABYSITTING)

SUGGESTED LEARNING EXPERIENCES	RESOURCES
j) Individual or class construction of a toy i.e. puppets, stuffed toys. (This project could coincide with the leisure crafts module.)	Harvey and others, Try This On For Size, 1976, p. 187.
k) Invite in librarian to discuss children's books, and story telling.	Public Library, Field Trip.
l) Field trip: Go to a toy store and choose an appropriate toy for various age groups. Justify choice (catalogue could be used.)	Toy stores, old catalogues.
m) Babysitters Survival kit could be prepared during unit: This could include: comic books, student-made bib, etc.	

CHILD CARE I (BABYSITTING)

CONTENT CHECKLIST:

Characteristics of a successful babysitter

Rights and responsibilities of:
- babysitters
- employers
- parents of babysitter

Child care
- safety and emergency procedures
- basic needs: food
 clothing
 love
- appropriate discipline
- safe play

CHILD CARE II

CHILD CARE II

GENERALIZATIONS:

Understanding of self is enhanced through a knowledge of child development.

Identifying how pre-school children grow and develop mentally, physically and socially contributes to one's understanding of children and their needs.

OBJECTIVES: The Student:

1. Understands how children grow and develop physically, mentally, socially and emotionally from infancy to age 5 years.
 - Knows how children behave in various situations.

2. Identifies the needs of young children and the resources available to meet these needs.

3. Understands the relationship between child development and child-rearing practics.
 - Considers child-rearing practices in the past, present and future.

CHILD CARE II

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Stages of Development Choose from: a) Show film or cartoons about different stages of development. b) Students work in groups to prepare a class presentation covering stages of development from infancy to age five. This should include physical, mental, emotional and social needs. Possibilities - illustrated chart - simple food, clothing, play activities c) Students observe children's behavior: i.e. - day care field trip - while babysitting - in shopping malls Record and dicuss results of observations in chart form. Relate this to the developmental stages. d) Prepare food and play activities for a group of young children in the community i.e. daycare, ECS class. Evaluate activities and foods on the basis of suitability to the developmental level of the children.	National Film Board, Child Behavior Equals You, (film). NFB #0172070. Thomas, Marlo, Free To Be You and Me. Goodspeed, Smith, This Is The Life, 1977, pp. 158-159. Goodspeed, Smith, This Is The Life, Teacher's Resource Book. 1980, M8, 9, 10. Lansky, Vicki, Feed Me I'm Yours 1977. - ECS Publication, All About Toddlers Tummies. - ECS Publication, Focus On Children. (kit and videotapes - Hildebrande, Parenting and Teaching Young Children. 1981 Units 9, 12.

CHILD CARE II

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. e) Guest speaker or filmstrip about possible health hazards facing young children, i.e. overdose of aspirin, vitamins etc.	National Foundation, March of Dimes, Tomorrow is Today. (filmstrip) - Public Health Nurse, Pharmacist. - Hildebrande, Parenting and Teaching Young Children, 1981, ch. 33.
2. Children's Needs Choose from: a) Field trip to toy store to identify age suitability and safety of toys. (Toy store clerk may come to classroom with toys or borrow toys from department store.) Discuss materials, safety regulations, what appeals to children about the toys. Identify toys that best assist development. b) Have children's librarian present story hour and discuss qualities desirable for children's books and records. c) Bring in childhood pictures. Discuss styles and functionality of clothing then and now. Predict possible clothing styles of the future by drawing or making a simple children's costume.	Public Health Publication, Toys. Toy Testing Council Publications Consumer and Corporate Affairs.

CHILD CARE II

SUGGESTED LEARNING EXPERIENCES	RESOURCES
2. d) Investigate community child care facilities by means of field trips, the phone book, social service agencies guest speakers. Consider such issues as: age of children, cost, hours, activity schedule, discipline facilities available (playground, food services). Participate in the child care program by preparing a nutritious snack to be served to the children.	Community Resources.
3. Child Rearing Practices Choose from: a) In order to better understand child rearing practices in the past, have a grandparent as a guest speaker or visit a senior citizen home to discuss how they raised their children in comparison to how their grandchildren are being raised. i.e. clothing, toys, taking children out, food, responsibilities	Family Matters - Concepts in Marriage and Personal Relationships, Butterick Publishing, p. 112.
b) Discuss or roleplay ways to guide young children in today's society.	Hildebrande, Parenting and Teaching Young Children, 1981, pp. 322, 323.
c) Have students write a story or poem illustrating child rearing practices of the future.	Goodspeed & Smith, This Is The Life, Teacher's Resource Book. 1980, M13.

CHILD CARE II

CONTENT CHECKLIST:

Stages of child development

- physical
- emotional
- social
- mental

Observation of children

Food and play activities for young children

Child safety

Children's needs

- toys
- books
- clothing

Child care facilities

Child rearing practices

CHALLENGES AND DECISIONS

CHALLENGES AND DECISIONS

GENERALIZATIONS:

The process of making decisions involves establishing realistic goals consistent with values, needs, and available resources.

Decisions, events, and situations arise which require an individual to make adjustments or changes.

OBJECTIVES: The Student:

1. Recognizes the relationship between goals, values, and needs in the decision-making process.

2. Recognizes how combinations of resources can contribute to the achievement of goals.

3. Develops and applies individual and group decision-making skills.

CHALLENGES AND DECISIONS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Goals, Values, and Needs	
Choose from:	
a) Brainstorm a list of long-range goals which students have. Then select one long range goal and establish some short range goals useful to achieving it.	
b) Individually, students list ten to twenty things they like to do. Categorize the items according to: - things I do alone - things I do with my family - things I do with friends - things that are free - things that cost money	Simon et al, Values Clarificatio 1972.
Discuss what the items and categories might reflect about one's values. Define values, goals and needs.	Brinkley et al, Teen Guide To Homemaking, 1978, pp. 54-55. Goodspeed and Smith, This Is The Life, 1977, Ch. 8.
c) Students do values clarification activities.	Mann, Ideas For Teaching Modern Living, 1976, pp. 81-82.
d) Design a family crest or ring using a simple picture to represent a value for each family member.	Goodspeed and Smith, This Is The Life, 1977, p. 82.
2. Resources	
a) Each student prepares a comprehensive personal resource listing. Then prepare a class resource list. This can be used when planning activity 3.(f)	Goodspeed and Smith, This Is The Life, 1977, p. 224. Goodspeed and Smith, Teacher's Resource Book for This Is The Life, 1980, M55, 56.

CHALLENGES AND DECISIONS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
3. Decision-Making Choose from: a) Divide the class into groups of five. Each group is given eight pieces of gum. They are then given five minutes to divide the gum. No one is to eat the gum until they are back in the big circle. 1. Each person tells the decision they wanted their group to make. 2. How did your group divide the gum? How did you reach that decision? 3. Is everyone in the group satisfied that the solution was fair? If not, what would you have liked? 4. Who was the leader of your group? How did that person get to be leader? Use gum of different flavors. 1. Were you more concerned with getting the most gum possible or in getting the flavor of your choice? 2. How did you feel if you didn't get the flavor of your choice? 3. If you did get what you wanted, how did you get it? b. The teacher sets up a "pretend" situation where there are two free tickets to a rock concert. Who in the class should get to go? How does the class decide? The result should be a free and open discussion of how the class decides on a way to choose. Students can recommend themselves or someone else to get the tickets.	

CHALLENGES AND DECISIONS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
3. b) Each student gives reasons why he should get the tickets. If the rock concert is not appropriate, use another event such as: sports events, ice capades, movies. Discuss: 1. How was the choice finally made? 2. Who was instrumental in making the decision? What was your role? 3. Are you satisfied with the decision? If you are not with a group decision, what can you do, or do you know? 4. Did you want to recommend yourself but were too embarrassed?	
c) Provide individual students with an imaginary sum of money, such as $1,000, without any discussion. Ask them to write down how they would use the money. Now divide the class into groups and give each a sum of money. Have the groups decide how to use it. Note the difference between the individual's use of the money and the groups decision toward spending money.	
d) Suppose you have to make a decision about what to do next summer. These are the choices you have: 1) Work at two different paying jobs. 2) Take only one of the two jobs. 3) Go to summer school. 4) Work as a volunteer at the hospital. 5) Do nothing.	McGinley, People, Caring, Deciding, Growing, 1980, p.170.

CHALLENGES AND DECISIONS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
3. d) For each of these alternatives, list all of the factors you can think of that would help you decide to make that particular choice for the summer. Also list some of the consequences of each decision.	
e) Follow the decision-making process as outlined in "Student's Bulletin" activity.	Goodspeed and Smith, This Is The Life, 1977, p. 220. Goodspeed and Smith, This Is The Life, Teacher's Resource Book, 1980, M54.
f) Form groups of four or five students.	
1. Have each group choose a situation about which it must make decisions, i.e. - planning and carrying out a class fund-raising event - planning, preparing, and serving a meal and cleaning up - making an item to donate to a group such as a day-care centre or senior citizen's home.	
2. Have each group make a plan using the decision making process and referring to the class resource list.	Goodspeed and Smith, This Is The Life, 1977, pp. 221-223.
3. Carry out the plan and evaluate the results.	

CHALLENGES AND DECISIONS

CONTENT CHECKLIST:

Goals, values, needs

Resources

Decision-Making

- individual
- group

GROOMING

GROOMING

GENERALIZATIONS:

A positive self-concept is enhanced by a well groomed appearance.

Personal grooming includes attention to hygiene, nutrition, rest, posture, exercise, skin, hair, teeth and hand care.

OBJECTIVES: The Student:

1. Recognizes that self-confidence and poise are related to appearance.
2. Knows the importance of personal grooming routines.

Please note: These objectives will need amplification.
They should include practice.

GROOMING

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Self-Concept and Appearance Choose from: a) Using pictures of male and female makeovers, students match the before and after pictures. Decide which was the most startling change. Introduce self-concept and discuss how a change in appearance might make you feel different inside.	Brinkley et al, Teen Guide to Homemaking, 1961, Ch. 3.
b) Students prepare a "Personally Me" booklet to include information and pictures about themselves as well as information about grooming. This assignment could be ongoing throughout the unit.	
2. Personal Grooming Skills Choose from: a) Brainstorm and/or use a film for all the aspects of good grooming that students can think of.	Franklin Clay Films, How Do I Look? (filmstrip) Harvey et al, Try This On For Size, 1976 pp. 84-103. Kelly and Landers, To-day's Teen, 1977, Ch. 8. Brinkley et al, Teen Guide to Homemaking, 1978, Ch. 4.
b) Show the filmstrip(s) "Making An Appearance" and discuss the similarities and differences of basic grooming for males and females.	Butterick Publishing, What's Your Message (Kit).
c) Bring samples of grooming products. Students categorize them as "nice" or "necessary". Discuss costs and functions.	Mann, Ideas For Teaching Modern Living, 1976, p. 54.

GROOMING

SUGGESTED LEARNING EXPERIENCES	RESOURCES
2. d) Discuss the components of a good grooming routine such as: - daily bath/shower - use of deodorants, anti-perspirants - changing and washing underwear - importance of rest and nutrition	Harvey et al, Try This On For Size, 1976, pp. 84-87.
e) Use the VTR and tape students demonstrating poor and proper posture. Discuss the contrast.	Mann, Ideas For Teaching Modern Living, 1976, p. 52.
f) Invite an exercise instructor or use an exercise tape or record to demonstrate and discuss the importance of exercise as part of a grooming routine. Students practise exercises.	Health and Welfare Canada Exercise Break (tape & booklet) Government of Canada Fitness and Amateur Sport Moving Into The Teens (booklet)
g) Guest speaker: to invite a cosmetician, hair stylist, nurse etc. to discuss and/or demonstrate:	
i.e. skin care - acne hair care tooth care personal hygiene	Westwood Laboratories Acne (filmstrip & booklet) Harvey et al, Try This On For Size, 1976, pp. 84-103.
h) Students make and try homemade skin care products. Compare to similar commercial preparations.	Alberta Agriculture, Soap, Cream, and Lotion Recipes (leaflet). Stark, The Formula Book.
i) Students demonstrate or practise techniques such as manicures, facials, shampoos etc.	C.S. Johnson & Son Ltd. Hair Care (booklet).
j) Borrow from stores or have students bring grooming appliances for display. Discuss their use, cost, and value. Try using the appliances.	Department stores. Students' own equipment.

GROOMING

CONTENT CHECKLIST:

Grooming and self-concept

Grooming components

- personal hygiene
- adequate rest
- good nutrition
- proper posture
- exercise
- skin care
- hair care
- tooth care
- hand care

Grooming products and appliances

PHYSICAL WELL-BEING

PHYSICAL WELL-BEING

GENERALIZATIONS:

A healthy body contributes to a sense of overall well-being.

Substances which affect a person's physical functioning also affect mental and emotional well-being.

Lifestyle choices affect appearance and health.

OBJECTIVES: The Student:

1. Understands how body systems relate to good physical well-being.
 - Recognizes health problems that affect teenagers.

2. Investigates effects of various abuses of diet, drugs, alcohol.
 - Identifies the possible effects of smoking, alcohol, diet, stress and drugs on the individual.

3. Relates life style choices to overall well-being.
 - Identify effects of exercise and diet on appearance.

PHYSICAL WELL-BEING

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Body Systems Choose from: a) Using films, guest speakers, and charts discuss and document basic body systems: i.e. digestive respiratory circulatory b) Expand on the information given by relating systems to choice of lifestyles: i.e. digestive - malnutrition - food diets circulatory - fitness respiratory - drugs - smoking c) Brainstorm possible health problems that affect teenagers today, i.e. overweight. Did parents have similar problems? Project into the future and predict teen health problems.	Allison L., Blood and Guts, 1976.
2. Health Hazards a) Have students conduct group or individual research on one of the following topics to be presented to the class: anorexia obesity smoking alcohol abuse drugs - street drugs - prescription b) Consider how these factors affect physical appearance (now and in the future)?	Films, guest speaker from AADAC video cassettes from ACCESS.

PHYSICAL WELL-BEING

SUGGESTED LEARNING EXPERIENCES	RESOURCES
2. c) Discuss what is meant by mental health? Does physical health affect mental health? How does the balance between rest, food and activity affect emotional well-being? What support systems are available for people with mental problems?	
3. Lifestyle Choices Choose from:	Exercise Break, (tape and booklet) Health and Welfare Canada.
a) Do "Exercise Break" - demonstrate exercises and have students participate. Discuss importance of exercise.	
b) Show before and after pictures of people who have begun exercising regularly to emphasize the importance of exercise to appearance.	Popular Fitness Magazines
c) Bring in a jazzercize or aerobics guest instructor and participate in an exercise session. Borrow tape or record from the library and do it together.	Physical Ed. Teachers; YWCA or YWCA fitness instructor.
d) Make a collage showing the ways individuals, groups or families can choose an active lifestyle.	
e) Decorate the room or halls of the school to encourage 'Participation' by creating 'Healthy Living' posters. Trace silhouettes of the students and include within the outline pictures of healthful eating and exercise.	Canada's Food Guide

PHYSICAL WELL-BEING

SUGGESTED LEARNING EXPERIENCES	RESOURCES
3. f) Visit a health club, YWCA etc. to see a demonstration of fitness testing and view local facilities.	
g) Use fitness and nutrition cartoons to encourage active lifestyles.	Bogoch, D., Bogie's Book On Fitness, 1981.
h) Students prepare one or more nutritious snacks suitable to a healthy life style i.e. granola bar, blender drink.	

PHYSICAL WELL-BEING

CONTENT CHECKLIST:

Healthy Body Systems

- digestive
- circulatory
- respiratory

Health Hazards

- smoking and drugs
- alcohol
- obesity and anorexia
- mental health

Lifestyle Choices

- exercise
- nutrition
- food preparation

FAMILIES

FAMILIES

GENERALIZATIONS:

The family, which may take many forms, has universal functions in meeting the needs of society and individual members.

Family members influence the lives of each other and the quality of satisfactions for the family as well as for each family member.

Decisions, events and situations arise which require family adjustments or changes.

Although families pass through a cycle of development and change, each family is unique in the choices it makes and in how the changes affect it at each stage.

OBJECTIVES: The Student:

1. Identifies the diversity of structures which the family may take in society.

2. Identifies the universal and specific functions of the family in meeting the needs of society and its members.

 - Understands the roles and responsibilities of family members and their effects on the family unit and individuals within this unit.

3. Analyzes the reciprocal nature of interaction among family members.

 - Recognizes the needs of individual family members and the behavior arising from these needs.

 - Develops skills for dealing with family conflict situations.

4. Develops awareness of situations and events which may arise within a family that require decision-making and change.

 - Develops skills in decision-making and coping with these changes.

5. Recognizes the stages of the family life cycle.

 - Considers alternative life styles available to families.

 - Identifies changes and decisions to be made at each stage of the family life cycle.

FAMILIES

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Family Structures Choose from: a) Blackboard graffiti (or felt pens on poster boards). Students contribute their thoughts on a topic, i.e. "Families". To stimulate thought write a few starters i.e. "Families are like snowflakes - No two are alike" "Kid brothers are big bothers." Students contribute throughout the module.	Cowan, A Family Is, pp. 3-17. Goodspeed & Smith, This Is The Life, Resource Book, 1980, pp. 35-37.
b) Brainstorm for varieties of family structures, and arrive at a definition of the term family.	Goodspeed & Smith, This Is The Life, 1977, pp. 118-120. McGinley, People, Caring, Deciding and Growing, 1980, pp. 93-95
2. Family Functions Choose from: a) Students do "I Think I Can" game to illustrate how family members help and influence one another.	Goodspeed & Smith, This Is The Life, 1977, p. 127. Mann, L., Ideas For Teaching Modern Living, 1976, p. 13.
b) Examine a "role checklist" and discuss the roles played by family members. This activity may help students become more sympathetic to the demands on family members.	Goodspeed & Smith, This Is The Life, 1977, pp. 58-59. McGinley, People, Caring, Deciding, Growing, 1980, Ch. 11.
c) Students put together a booklet or poster on the topic "A family is...." Be sure they include information which describes the major functions of the family.	

FAMILIES

SUGGESTED LEARNING EXPERIENCES	RESOURCES
3. Reciprocal Interaction	
Choose from:	Mann, L., Ideas for Teaching Modern Living, 1976, pp. 38, 40, 41.
a) Develop a "Family Values" chart, to help students understand that household rules reflect individual and/or family values.	Goodspeed & Smith, This Is The Life, Resource Book, 1980, M20.
b) "The Game of Compromise". Discuss and define the term "compromise". Students suggest compromise solutions for given conflict situations, i.e. "Your father claims that you use the telephone too much."	Riker, Me, Understanding Myself and Others, Teacher's Guide, p. 32.
c) Students write letters to an advice column regarding hypothetical family "conflict" situations. Solutions to the problem may be written, discussed orally or role-played. Emphasize communication skills in the solutions.	Brinkley & Chamberlain, Teen Guide To Homemaking, Second Canadian Edition, 1978, pp. 34-39.
d) Students do "Positive Side of Siblings" to help understanding the problems in sibling relationships.	Goodspeed & Smith, This Is The Life, 1977, p. 151.
4. Decision Making and Change	
Choose from:	
a) Develop a list of common family crises (positive and negative) i.e. moving, divorce. Students watch a TV program, a film, or read or short story which includes one of the crises. Identify: the crises - who is experiencing it? - how he/she views the crisis and is dealing with it.	Goodspeed & Smith, This Is The Life, Teacher's Guide, M58. School library Brinkley et al, Teen Guide to Homemaking, Second Canadian Edition, 1978, pp. 31-34.

FAMILIES

SUGGESTED LEARNING EXPERIENCES	RESOURCES
- are the people using the crisis in a positive or negative way? - how will it affect their futures? Discuss with students the reasons why people handle crises differently and how self-concept affects one's view, reactions and dealings with the crisis. b) Write out a variety of crisis situations on slips of paper (marriage, divorce, moving, winning a large sum of money, losing a job, mother returning to work etc.) Students select a crisis in pairs or small groups, and role play the situation. Discuss alternative solutions to each role play as it is presented. c) Play "Life" game.	Parker Brothers
5. Life Stages/Life Styles Choose from: a) Organize an "Adopt a Grandparent" program for a short period of time, to learn about the elderly, to establish relationships outside the family group and to develop some concern for others. Special activities could be: preparing and sharing a luncheon meal, taking your new friend shopping, etc.	Goodspeed & Smith, This Is The Life, Resource Book, 1980, p.36. Brinkley et al, Teen Guide To Homemaking, 1978, pp. 31, 32. Goodspeed & Smith, This Is The Life, 1977, pp. 122-125.

FAMILIES

SUGGESTED LEARNING EXPERIENCES	RESOURCES
5. b) Study the human life cycle through the use of music. Students: - react to the lyrics by describing their message and the emotions (feelings) they arouse - identify the human situation involved (family situation?) - what stage of the life cycle is represented - identify emotions involved	Goodspeed & Smith, This Is The Life, 1977, pp. 122-124. Goodspeed & Smith, This Is The Life, Resource Book, 1980, p.36.

FAMILIES

CONTENT CHECKLIST:

Roles of family members/functions of families

- what is a family
- variations in family structures
- roles and responsibilities of family members
- socialization in a family
- benefits of family living

Relationships among family members

- interaction of family members

Family decision-making resources/coping with changes

- identifying and handling family crisis situations

Life stages/life styles

- the family life cycle

FOODS I

FOODS I

GENERALIZATIONS:

Successful food preparation requires knowledge of terms and equipment and the development of safe, hygienic, and efficient preparation skills.

Knowing about Canada's Food Guide helps you make wise food choices.

OBJECTIVES: The Student:

1. Understands the importance of safety and hygiene in food preparation.
 - Uses small utensils and electrical equipment safely.
 - Practises good hygiene in food preparation.

2. Becomes oriented to the home economics laboratory.
 - Knows the name, location and use of kitchen equipment.
 - Demonstrates the safe use of major kitchen appliances.

3. Practises proper techniques in food preparation.
 - Knows the steps in using a recipe.
 - Becomes familiar with simple cooking terms.
 - Demonstrates simple table setting.
 - Learns measurement techniques (metric).
 - Manages time, energy and equipment.

4. Applies Canada's Food Guide to food choices.
 - Knows the four groups of the Canada Food Guide and the number of servings per group.
 - Knows alternate foods in each group.
 - Knows techniques appropriate for preparation of foods from each food group.

FOODS I

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Safety and Hygiene Choose from: a) Have a "safety hunt" (set up hazards in kitchen beforehand). Students list as many hazards as they can find. Compile results on blackboard.	
b) Find safety hazards in a picture of an unsafe kitchen.	Down and Pisesky, What's To Eat? Resource Book, 1980, M-2, M-3.
c) List safety rules for the kitchen: 1. burns 4. bumps 2. electrical 5. falls 3. cuts 6. poisons	McGinley, People Caring, Deciding, Growing, 1980, pp. 386-387.
d) Discuss personal hygiene in the kitchen, i.e. use of tasting spoons.	McGinley, People Caring, Deciding, Growing, 1980, p. 381.
e) Show a tray of small equipment. Have student list name, function, and safety features of each.	Down and Pisesky, What's To Eat? Resource Book, 1980, M-25.
2. Kitchen Orientation Choose from: a) Scavenger Hunt - to help students orient themselves to the kitchen. Give students a list of kitchen equipment to locate and display for checking. Trade lists to put equipment away.	
b) Teacher demonstration of safe operation of major kitchen appliances.	

FOODS I

SUGGESTED LEARNING EXPERIENCES	RESOURCES
3. Techniques In Food Preparation Choose from:	
a) To learn the steps in using a recipe, place "mixed-up" pictures of these steps in the correct order and write an explanation of each.	Down and Pisesky, What's To Eat? Resource Book, 1980, M-22. Down and Pisesky, What's To Eat? 1977, pp. 166-167.
b) Given a simple recipe, each student collects equipment needed to prepare his/her recipe.	
c) Students become familiar with simple cooking terms.	Strathcona County Board of Education, Program for Secondary Schools, FS-2-9, 10, 11. Down and Pisesky, What's To Eat? 1977, pp. 184-185. McGinley, People Caring, Decidin Growing, 1980, p. 405-409.
d) Teacher demonstrates simple table setting. Students practise.	Down and Pisesky, What's To Eat? Resource Book, 1980, M-38.
e) Teacher demonstrates metric measurement techniques while making a simple recipe. Students then go into lab and prepare the recipe.	Maple Leaf Mills Ltd., How To Metricook. McGinley, People Caring, Decidin Growing, 1977, pp. 401-404. Down and Pisesky, What's To Eat? 1977, pp. 168-171.
4. Canada's Food Guide Choose from:	
a) Grocery bag game - empty cans, boxes etc. are placed in grocery bags. Students categorize each item into the correct Canada Food Guide Group.	A.T.A. Home Economics Council, Balance is Beautiful, (kit), p.
b) Students prepare simple foods from each of the four food groups.	Alberta Sugar Company, Recipes For Young Adults, Metric Edition 1980.

FOODS I

SUGGESTED LEARNING EXPERIENCES	RESOURCES
c) Students construct posters, mobiles illustrating groups in Canada's Food Guide and servings per group.	
d) Students prepare a simple recipe based on more than one food group i.e. tuna noodle casserole. Do a suitable table setting for this recipe.	Alberta Sugar Company, Recipes For Young Adults, Metric Edition, 1980. Down and Pisesky, What's To Eat? Resource Book, 1980, M-51-70.
e) Review Canada's Food Guide by playing the "Food Rummy" game.	A.T.A. Home Economics Council, "Food Rummy" (game) Balance Is Beautiful.

FOODS I

CONTENT CHECKLIST:

Kitchen safety

Hygiene

Kitchen orientation

Food preparation

- recipes
- cooking terms
- table setting
- measurement
- management

Canada's Food Guide

FOODS II

FOODS II

GENERALIZATIONS:

Successful food preparation requires knowledge of terms and equipment and the development of safe and efficient preparation skills.

Knowledge of nutrition helps one choose what foods best provide needed nutrients.

Lifestyle is a pattern of behavior affecting health.

A balanced and satisfying diet can be adapted to suit variations in lifestyle.

OBJECTIVES: The Student:

1. Reviews safety, hygiene and management in food preparation.

2. Understands that it is possible to eat a balanced diet regardless of lifestyle.

 - Understands the relationship between nutrients and Canada's Food Guide.

 - Recognizes that varying lifestyles affect food choices.

 - Chooses, prepares and compares a variety of foods suitable to different lifestyles.

3. Applies knowledge and management to life situations.

 - Understands that appropriate shopping skills contribute to successful meal preparation and economical use of resources.

 - Appreciates how the use of small appliances can facilitate meal preparation.

FOODS II

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Safety and Hygiene a) Review safety in the kitchen.	Down and Pisesky, What's To Eat? 1977, pp. 22, 23. Corning Glassworks, Kitchen Survival (filmstrip).
b) Review kitchen hygiene and management.	McGinley, People Caring, Deciding, Growing, 1980, pp. 380-383.
2. Nutrition and Lifestyle Choose from:	
a) As a review of Canada's Food Guide, give students a paper plate and have them choose four foods (food models) for a meal. Check to see if each food group has been represented.	The Milk Foundation of Edmonton, Food Models.
b) Using Canada's Food Guide, discuss why each food is placed in a particular food group (because of major nutrients). List the major nutrients supplied by each food group.	Down and Pisesky, What's To Eat? 1977, pp. 135-140.
c) Show a film to illustrate the nutritional values of foods in a balanced diet.	National Film Board, Menu, (film), NFB 106C0167147. Access Media Resource Center, You Are What You Eat (film).
d) Use a variety of case studies to discuss how lifestyle and economics affects personal food choices: i.e. 1. You have a hockey practice at mealtime. 2. Four friends with little money want to eat after skating or volleyball. 3. You are babysitting and must feed two pre-schoolers supper.	

FOODS II

SUGGESTED LEARNING EXPERIENCES	RESOURCES
e) Use the film "Eating on the Run" to link food habits and lifestyles.	Provincial Film Library, Eating On The Run, Cat. No. PHT640.
f) Considering lifestyles, prepare several convenience vs homemade foods from each of the four food groups. Compare in chart form as to cost, preparation time, equipment used, taste, nutrition and additives.	Down and Pisesky, What's To Eat? Resource Book, 1980, M-10.
3. Meal Preparation	
Given a lifestyle case study, students plan and prepare a simple meal. The planning should include:	Down and Pisesky, What's To Eat? 1977, ch. 6.
- preparing a grocery list	Down and Pisesky, What's To Eat? Resource Book, 1980, M-14.
- nutritive value	
- cost	
- time management	
- use of some small appliances	
- aesthetics of final product	

FOODS II

CONTENT CHECKLIST:

- Safety, hygiene and kitchen management (review)
- Canada's Food Guide
- Major Nutrients
- Lifestyles
- Preparation skills
- Meal management

FOODS III

FOODS III

GENERALIZATIONS:

Successful food preparation requires knowledge of terms and equipment, and development of safe and efficient food handling skills.

Nutrients are substances in food that our bodies use to function peoperly.

Food habits of individuals are affected by social and psychological factors.

The balance between food and activity is the key to weight control.

OBJECTIVES: The Student:

1. Reviews safety, hygiene and management in food preparation.

2. Identifies the social and psychological factors in food choices.

3. Knows nutrient sources and functions.
 - Identifies the six major nutrients, their sources and functions.
 - Prepares food products and analyzes for major nutrients.

4. Understands the balance required between food intake and energy expenditure.
 - Examines various diets.
 - Prepares a meal related to weight control.

FOODS III

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Safety, Hygiene, and Management	
Choose from:	
a) Review safety and kitchen management.	
b) Discuss causes of food contamination i.e. personal hygiene, improper storage.	Health Protection Branch, Food Safety, It's All In Your Hands (slide set) and (booklet).
c) Discuss the symptoms of food borne illnesses.	Health Protection Branch, Danger Zone In The Kitchen, (poster).
d) Conduct experiments to determine the best storage method for a variety of foods. Place foods in different storage conditions and observe them at regular intervals.	Down and Pisesky, What's To Eat? 1977. Take action #1, p. 16. Down and Pisesky, What's To Eat? Resource Book, 1980, M4.
2. Social and Psychological Factors	
a) Students brainstorm for reasons why we eat i.e. loneliness, sociability.	Tupperware Educational Services, Food to Grow On, (filmstrip), #3
b) Discuss how food habits are affected by social and psychological factors.	J.C. Penny, Nutrition, What's In It For You? (filmstrip)
3. Nutrients	
Choose from:	
a) Considering good nutrition as one of the reasons why we eat, relate the 6 major nutrients to their functions.	Down and Pisesky, What's To Eat? 1977, ch. 10. Down and Pisesky, What's To Eat? Resource Book, 1980, M-41.
b) Discuss how nutrition affects physical and emotional health.	

FOODS III

SUGGESTED LEARNING EXPERIENCES	RESOURCES
c) Have a successful high school athlete visit the class to discuss his/her eating philosophy and diet for nutrient content.	
d) Conduct chemical experiments to detect presence of "leader nutrients" in foods.	Down and Pisesky, What's To Eat? Resource Book, 1980, M18, 19, 20.
e) Prepare food products and analyze for major nutrients.	
4. Weight Control Choose from:	ATA Home Economics Council, The Great Waistland, 1982.
a) Introduce kilojoules by relating energy intake to activities.	Watch Your Weight (kit), Concepts in Focus Series, Butterick.
b) Given a variety of meal patterns, compare the kilojoules and nutrients supplied i.e. fast food meals, popular weight loss diets.	Kelloggs, Eat Better - Live Better (chart). Butterick, Help Yourself, Teacher's Guide and Text, Unit 4. Down and Pisesky, What's To Eat? Resource Book, M40. MacDonald's Restaurants, Nutrient Chart. Diets from popular literature. Milk Foundation of Edmonton, Foodstyles, Student Worksheets, Sr. 3.b.
c) Have students prepare a buffet based on low kilojoule recipes. Evaluate dishes as to taste, nutrition, cost, etc.	(Resource needed for conversion of C to KJ).

FOODS III

CONTENT CHECKLIST:

Safety, hygiene and management (review)

- food borne illnesses

Social and psychological factors in food selection

Nutrients

- sources
- functions
- food preparation

Weight control

- kilojoules
- diet analysis
- meal preparation

SIMPLE SNACKS & MEALS

SIMPLE SNACKS & MEALS

GENERALIZATIONS:

Self-sufficiency in the making of snacks and simple meals, can be achieved through the management of human and material resources.

Knowing about Canada's Food Guide helps one make wise food choices.

OBJECTIVES: The Student:

1. Applies knowledge of Canada's Food Guide to food selection.

2. Achieves self-sufficiency by preparing nutritious snacks considering time, skills and other resources.

3. Plans, prepares, and evaluates a simple meal based on Canada's Food Guide.

SIMPLE SNACKS & MEALS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Food Selection	
a) Brainstorm the pros and cons of snacks foods and discuss how they may be part of one's daily food requirements.	Down and Pisesky, What's to Eat? Resource Book, 1980, M46, M47.
b) Make a bulletin board of Canada's Food Guide groups, including snack foods that can be part of each group.	Milk Foundation of Edmonton, Food Models (kit).
c) Show filmstrip on snacks.	Learning Seed Co., Snacks - The Food You Hate To Love (kit).
2. Snack Preparation	
Choose from:	
a) Place a variety of foods on a tray. Given a time limit, students create a nutritious, appealing snack. Evaluate as to nutrition, aesthetic appeal and skills required.	Down and Pisesky, What's To Eat? Resource Book, 1980, M17.
b) Students prepare several nutritious snacks involving some new preparation skills i.e. mini-pizza, fruit whip.	Down and Pisesky, What's To Eat? Resource Book, 1980, "Recipe Index" M50.
3. Meal Preparation	
Given several recipes from each of the four food groups, students plan and prepare a simple meal. Evaluate as to nutrition, aesthetic appeal, preparation time and skills learned.	Alberta Sugar Company, Recipes For Young Adults, Metric Edition, 1980.

SIMPLE SNACKS & MEALS

CONTENT CHECKLIST:

Canada's Food Guide review

Snack foods

- nutritional value
- preparation

Simple meal preparation

- review table setting
- evaluation

PIONEER FOOD AND OUTDOOR COOKING

PIONEER FOOD AND OUTDOOR COOKING

GENERALIZATIONS:

Many present day food preparation techniques have evolved from the pioneer lifestyle.

Pioneer cooking skills help us appreciate life as it was then.

Outdoor cooking can be an enjoyable and social occasion.

OBJECTIVES: The Student:

1. Becomes familiar with the pioneer lifestyle.
 - Understand that the pioneer lifestyle evolved around food production and preparation.

2. Identifies developmental changes in food choices and techniques.
 - Compares and prepares food products from then and now.
 - Prepares a simple pioneer meal.

3. Reviews safety as applied to outdoor cookery.

4. Develops innovative techniques in outdoor cookery.
 - Makes and uses cooking devices suited to the outdoors.
 - Chooses foods for barbecuing.
 - Practises barbecue techniques.

PIONEER FOOD AND OUTDOOR COOKING

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Choose from: 1. Pioneer Lifestyle Choose from: a. In order to become better acquainted with the pioneer lifestyle visit a museum or pioneer village. b. Invite grandparents or guests from community retirement homes to show memorabilia and to discuss day to day routine of the pioneer. c. Display food preparation utensils and memorabilia from pioneer days alongside similar modern-day utensils. Students may draw or create a utensil for future needs.	Glenbow Museum, Calgary Fort Edmonton Stony Plain Multicultural Centre
2. Changes in Food Choices and Techniques a) Prepare and compare foods from "Then" and "now" i.e. - soup - old fashioned porridge vs. instant porridge, - homemade yogurt vs. commerical. Compare the two as to: preparation time, taste, utensils and equipment used, and storage. b) Students research food preservation techniques used by pioneers i.e. drying - beef jerky, dried fruit and set up a taste panel with a variety of these food items. c) Students prepare a simple meal typical of pioneer days.	Vicki Lyall, Community Potpourri Laura Wilder, Little House on the Prairie. Blue Flame kitchen, 50 Years Recipe Book. Mary McIntyre, Take Time to Celebrate Eliz. Baur, The Pioneer Cook, Harness In The Parlour, Home On The Range.

PIONEER FOOD AND OUTDOOR COOKING

SUGGESTED LEARNING EXPERIENCES	RESOURCES
3. Outdoor Cookery a. Brainstorm - How can we cook outdoors safety? b. Teacher demonstrates the various methods of lighting charcoal briquettes and wood fires. How to extinguish a fire is also demonstrated. c. Familiarize students with equipment designed for outdoor cookery. Discuss how the design of the equipment is suited to its use. d. Discuss and show food choices for barbecuing (from all four food groups of Canada's Food Guide). e. Students practise barbecue techniques preparing simple meals following Canada's Food Guide. Note: Various skills may be practised using hibachis, "Buddy Burners" and barbeque pits in the school grounds or at nearby parks.	Resources Knapsack Cookbook Diane Thomas, Roughing It Easy Supermarket Backpacker S. Tuzlak, The Great Little Cookbook for the Outdoors

PIONEER FOOD AND OUTDOOR COOKING

CONTENT CHECKLIST:

Pioneer Lifestyle

Developmental Changes

- food preservation techniques
- simple meal preparation

Safety related to outdoor cookery

Barbecuing

- choosing foods
- barbecue techniques

Innovative Outdoor Cookery

MAKING MEALS

It is intended that this module allow students to further develop basic food preparation skills through preparing foods and meals.

MAKING MEALS

GENERALIZATIONS:

A successful meal involves consideration of such factors as aesthetics, nutrition, socialization, management, and preparation skills.

Application of meal management techniques leads to a sense of independence and self-worth.

OBJECTIVES: The Student:

1. Identifies the factors in successful meal planning.

2. Understands the importance of consumer skills in meal planning.

3. Learns how to plan and prepare several different types of meals appropriate for families today.

 - Learns preparation techniques appropriate to each of the food groups.

MAKING MEALS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Meal Planning Factors Choose from: a) Introduce meal planning by using pictures, charts or food modules to illustrate: - socialization - families or friends enjoying a meal - management (time, energy, skills) traditional family meal vs. one dish meal (skill level required could be emphasized here) - aesthetics (color, texture, temperature) contrast a one colored meal to one of varied colors - nutrition - contrast balanced meals with ones that aren't balanced	Brinkley et al, Teen Guide To Homemaking, 1978, pp. 411-417.
b) Brainstorm and discuss factors involved when planning a meal: nutrition food choices aesthetics management socialization cost	McGinley, People Caring, Deciding, Growing, 1980, pp. 316-326.
c) Show a filmstrip on meal planning.	
d) Discuss: - What is a traditional meal in your home? - How does our cultural background affect our meal patterns?	

MAKING MEALS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. d) - How many students eat three meals a day at home? - How are meal patterns changing? Why?	
2. Consumer Skills Discuss or use a case study to illustrate consumer skills as related to meal planning: i.e. comparative shopping food storage labels and grades food costs	Down and Pisesky, What's To Eat? 1977, Ch. 6. Down and Pisesky, What's To Eat, Resource Book, 1981, M28, M36, M37, M39, M45. Brinkley et al, Teen Guide To Homemaking, 1978, Ch. 19.
3. Meal Preparation a) Students plan and prepare one or more meals i.e. traditional meal, one-dish meal, meal using a meat alternate. It is expected that students will learn new techniques and use all four food groups. One method might be to provide students with several menu choices from which they are to choose one. Within this menu will be several specific techniques which may have to be taught and demonstrated separately. Nutritional needs should be considered.	Alberta Sugar Co., Recipes For Young Adults. Edmonton Local Board of Health, Nutritional Needs Assessment of Edmonton Adolescents, 1981.

MAKING MEALS

CONTENT CHECKLIST:

Meal planning factors

- nutrition
- aesthetics
- socialization
- management
- preparation skills

Consumer skills

- shopping and storage
- labels and grades
- food costs

Preparation techniques

- meat group
- fruit and vegetable group
- milk group
- bread and cereals group

ENJOYING FOOD WITH OTHERS

ENJOYING FOOD WITH OTHERS

GENERALIZATIONS:

Sensory qualities of food affect our acceptance of food.

Eating is a social experience.

OBJECTIVES: The Student:

1. Becomes aware of how sensory qualities affect our food choices.
 - Works through a sensory evaluation lab.
 - Understands the relationship between sensory qualities and food choices.

2. Plans and prepares for a social occasion.
 - Identifies the factors basic to the planning of a social occasion.
 - Evaluates the results.

ENJOYING FOOD WITH OTHERS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Sensory Qualities	
a) Set up work stations to illustrate the effect of the senses on our food choices.	Down and Pisesky, What's To Eat? Resource Book, 1980, M-33-34.
b) Prepare and serve a snack tray to other students or teachers. Observe peoples' reactions to the snacks and which are the most popular? Discuss how the five senses affected the foods chosen.	Down and Pisesky, What's To Eat? Resource Book, 1980, M29, M30.
2. Planning and Preparation	
a) Discuss the factors involved in planning for a social occasion. The following points should be considered:	Down and Pisesky, What's To Eat? 1977, pp. 270-71.
- theme - invitations - decorations - menu - entertainment - budget - number and age of guests - service of food - clean-up	Kelly and Landers, Today's Teen, 1977, ch. 22.
b) Students plan and prepare the food and evaluate the results for a specific occasion considering the above factors.	Brinkley and Chamberlain, Teen Guide To Homemaking, 1978, ch. 26.

ENJOYING FOOD WITH OTHERS

CONTENT CHECKLIST:

- Sensory qualities of food
- Planning and preparing for a social occasion
- Evaluation

Food Studies
Level II
Elective

FAST FOODS

Food Studies
Level II
Elective

FAST FOODS

GENERALIZATIONS:

Labels provide information for wise food choices.

Time, money and energy can be saved through simple management and food processing techniques.

There may be nutritional risks involved in selecting foods from fast food outlets.

OBJECTIVES: The Student:

1. Appreciates the usefulness of label information.
 - Understands how labels affect food choices.

2. Knows the hazardous products symbols.

3. Understands the use of additives in packaged foods.

4. Prepares and compares home-made mixes with ready made varieties.

5. Appreciates the possible nutritional risks of eating foods at fast food outlets.
 - Analyzes and compares the nutritional content of various foods from fast food outlets.
 - prepares nutritious foods similar to fast food items.

Food Studies
Level II
Elective

FAST FOODS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Food Labelling: Choose from: a) Discover the value of labels by examining and trying to identify (without tasting), four or five white powders i.e. salt, flour, body talcum.	
b) Examine labels on food packages and list on the board the information provided i.e. order of ingredients, weight, additives etc.	Down and Pisesky, What's To Eat? 1977, pp. 56-57 and 126-127.
Identify information required by law.	Down and Pisesky, What's To Eat? Resource Book, 1980, M12.
c) Teacher provides a food item and students design a label for it.	
2. Hazardous Products Symbols a) Relate the symbols and degrees of danger to familiar household items. Collect a variety of products that contain hazardous symbols and identify them.	Down and Pisesky, What's To Eat? 1977, pp. 128-9.
3. Additives Choose from:	
a) Brainstorm - What are additives? Where are they used? Are they a recent invention?	Down and Pisesky, What's To Eat? 1977, pp. 156-159.
b) Students bring a packaged snack to class. Prepare a chart listing additives in each and their functions. Share information with class. Discuss whether a more nutritious snack could be chosen from Canada's Food Guide.	Health Protection Branch, Alice in Additiveland (filmstrip). Health Protection Branch, Food Additives Dictionary.

FAST FOODS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
4. Food Comparison:	
a) Discuss the advantages and disadvantages of using convenience foods vs. freshly prepared foods.	Down and Pisesky, What's To Eat? 1977, "Take Action" p. 159.
b) Plan and prepare a simple dish i.e. scalloped potatoes, sloppy joes and compare it with a similar convenience food as to: cost, nutrition, preparation time, and flavor.	Bannerman and Halliday, Cooking With Cents, 1982.
5. Fast Foods	
Choose from:	
a) Go to (or use menus from) several fast food outlets. Compare similar food items as to cost and pick out the food items which are most nutritious. Justify. What could be added to a fast food meal to increase it's nutritional value? Discuss the nutritional risks of eating meals at fast food outlets on a regular basis.	Provincial Film Library, Eating On The Run (film) Cat. # PHT640.
b) Plan and prepare a food item comparable to one served at a fast food outlet i.e. tacos. Compare: cost preparation time supplies and ingredients nutritional value taste Could we be more efficient with the preparation time?	
c) Plan and prepare a fast nutritious meal, based on Canada's Food Guide, using some convenience foods i.e. pizza from a mix, salad and milk.	

Food Studies
Level II
Elective

FAST FOODS

CONTENT CHECKLIST:

- Food labelling
- Hazardous product symbols
- Additives
- Food comparison
 - convenience vs. freshly prepared
- Fast food outlets
 - making wise food choices
- Fast food preparation
 - time, energy and money management

CULTURAL FOODS

CULTURAL FOODS

GENERALIZATIONS:

Traditions and culture influence family meal patterns.

By sampling and identifying cultural foods, we can experience something of that culture.

OBJECTIVES: The Student:

1. Identifies cultural and traditional factors that influence meal patterns.

2. Researches a different culture and prepares some representative foods.

 - Samples foods from other cultures or traditions.

CULTURAL FOODS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Culture and Meal Patterns Choose from: a) Students and teacher share some experiences about different cultural foods gained from travel, friends etc.	
b) Brainstorm or show a film to introduce cultural factors that influence meal patterns i.e. religion, employment for mothers etc.	National Film Board, Four Families (film)
c) Ask community members of various cultures to come and demonstrate family and/or cultural foods.	Community church groups.
2. Culture Research Choose from: a) Students investigate their own family food traditions. Practise a simple recipe at home and then present it to the class, describing techniques they have learned while preparing the food.	
b) Groups of students research a culture from their community or from books. Choose a recipe, practise it, and demonstrate it to the class. All sample. Group may supplement the demonstration with charts, artifacts and clothes of the culture. Students may compile a cookbook.	Library Museum Foreign Food Cookbooks Down and Pisesky, What's To Eat? 1977, ch. 22.

CULTURAL FOODS

CONTENT CHECKLIST:

Cultural factors influencing meal patterns

Cultural research

Cultural food preparation

SEWING I

SEWING I

GENERALIZATIONS:

1. Successful experiences in life skills enhance student self-concept, and expands interest in developing abilities.

2. Sewing equipment requires proper care and use for best results.

OBJECTIVES: The Student:

1. Uses sewing equipment skillfully and safely.

2. Constructs simple projects without using a commercial pattern.

SEWING I

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Sewing Equipment	
a) Demonstrate the safe and correct use of sewing equipment.	J. Weston Walch, 50 Great Sewing Activities.
b) Stitch on paper for practice, i.e. straight lines, corners, curves.	Michaud and Lefebvre, Try This On For Size Duplicator Masters Book B, 1979, B21.
c) To teach seams, corners and trimming; construct a small, simple project i.e. pencil case or drawstring bag.	
d) Students earn a driver's license for learning to operate a sewing machine i.e. parts, threading, etc.	
e) Demonstrate the care and safe use of the iron.	
2. Project Construction	
a) Construct a project, following instructions and using the sewing machine i.e. barbecue apron, pillow, wall organizer.	BCTF Lesson Aid Services, Super Sewing Starters. J and P Coats. 50 Great Sewing Activities

SEWING I

CONTENT CHECKLIST:

Safety

Sewing equipment

- sewing machine
- iron

Simple project construction

SEWING II

* Can be used as an alternative for Clothing II.

SEWING II

GENERALIZATIONS:

In order to choose fabric for a project it is necessary to acquire knowledge of basic fabric construction.

Successful completion of a project requires knowledge and practice of construction techniques and skills.

Self-concept may be improved through learning a new skill.

OBJECTIVES: The Student:

1. Recognizes the properties of knitted, woven and non-woven fabric.
 - Learns to select fabrics appropriate to various uses.

2. Learn to read a commercial pattern.
 - Envelope
 - Guide sheet
 - Pattern symbols

3. Understands fabric grain; its relationship to garment fit and the terminology associated with it.

4. Practises the techniques required to prepare fabric for project construction.

5. Operates and cares for sewing equipment safely and skillfully.

6. Constructs a simple project using a commercial pattern.

SEWING II

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Fabric Properties	
a) Compare the fabric construction of woven and knitted garments, as related to their use and comfort i.e. sweat pants for sports vs. wool dress pants.	Michaud and Lefebvre, Try This On For Size, 1976, ch. 14.
b) Show examples of non-woven textiles and relate them to daily use i.e. quilt batting, foam insoles.	
c) Students examine several different types of fabrics. Ask them to give examples of items they would or would not make from each fabric, and justify their decisions.	
2. Commercial Pattern	
a) Explain how to read a pattern envelope and guide sheet. Students practise reading pattern envelopes.	Michaud and Lefebvre, Try This On For Size, Duplicator Masters Book B, 1979, B12. Pattern companies.
b) Explain the meaning of pattern symbols.	Michaud and Lefebvre, Try This On For Size, Duplicator Masters Book B, 1979, B13. Pattern companies.
3. Fabric Grain	
a) Label a swatch of fabric and complete a worksheet on fabric terminology related to grain. Discuss how grain affects comfort and fit.	Michaud and Lefebvre, Try This On For Size, Duplicator Masters Book B, 1979, B23. Strathcona County Board of Education CT-2-5b, Home Economics Program for Secondary Schools.

SEWING II

SUGGESTED LEARNING EXPERIENCES	RESOURCES
4. Fabric Preparation	
a) Prepare fabric for project - preshrinking - simple straightening techniques i.e. using a square edge table.	Palmer and Pletsch, Mother Pletsch's Painless Sewing.
5. Use of Sewing Equipment	
a) Review the correct and safe use of sewing equipment: - small equipment - sewing machine - iron	Michaud and Lefebvre, Try This On For Size, Duplicator Masters Book B, 1979, B22.
6. Project Construction	
*a) Complete a simple project using a commercial pattern, i.e. "To-Sew" kits, vest, sweat pants, nightgown.	"To-Sew" (kits).
* Choose a pattern sized S, M or L, so that measurements are not required at this level.	

SEWING II

CONTENT CHECKLIST:

Fabric construction

Commercial pattern

- envelope
- guide sheet
- symbols

Fabric grain

Fabric preparation

Sewing equipment

- safety and use

Project construction using a commercial pattern

SEWING III

* Can be used as an alternative for Clothing III.

SEWING III

GENERALIZATIONS:

Sewing skills and fabric knowledge enables individuals to make better clothing decisions.

Utilization of a fabric item is related to the care needed and fabric properties.

Labels are vital sources of information to the consumer.

OBJECTIVES: The Student:

1. Recognizes properties in fabrics and clothing that affect durability, comfort and care.
 - Relates these factors to purchasing decisions.

2. Identifies and interprets the information given on a textile label.

3. Knows basic clothing care.
 - Washing.
 - Pressing.
 - Ironing.

4. Uses more advanced sewing skills in the construction of a project.
 - Follows a time plan for completion.
 - Helps in the garment evaluation.

SEWING III

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Fabric Properties Choose from: a) Set up a bulletin board of fabrics common to items in students' wardrobes. Students squeeze and feel fabrics to determine their characteristics.	Lefebvre, Try This On For Size, Teachers Guide, 1977, p. 43. Harvey et al, Try This On For Size, 1976, p. 266.
b) Bring several similar garments i.e. T-shirts, jogging suits; for students to examine. Students try to decide which articles within a group: - shrinks the most - is the most expensive - which is the best buy - which stores offer the best price	Michaud & Lefebvre, Try This On For Size, Duplicator Masters Book A, A43.
2. Textile Labels Choose from: a) Bring in several household and clothing items with labels and discuss the information found on a clothing label.	
b) Students "make" a label for a given item of clothing in order to become familiar with clothing care symbols. Students might also make a care label for their project.	Harvey et al, Try This On For Size, 1976, p. 282, 283. Michaud & Lefebvre, Try This On For Size, Duplicator Masters Book A, A40, A41. Consumer and Corporate Affairs Textile Labelling (leaflets).
c) Students play the "Label Game" to become familiar with clothing care symbols.	Manitoba Home Economics Directorate, Label Game.

SEWING III

SUGGESTED LEARNING EXPERIENCES	RESOURCES
3. Basic Clothing Care Choose from: a) Have a "Wrecked Clothes Day" where students bring in a garment that has been ruined through improper care. Discuss what went wrong and what should have been done.	
b) Field trip to a dry cleaners or to the Textile Analysis Service to observe clothing care techniques.	University of Alberta, Textile Analysis Service, or Local Dry Clearners.
c) Set up a family wash situation using actual clothing or labelled paper garments for students to practise sorting, need for special treatment etc.	Harvey et al, Try This On For Size, 1976, Ch. 15.
d) Teacher or student demonstration of pressing and ironing garments.	Harvey et al, Try This On For Size, 1976, p. 287.
4. Project Construction a) Students sew an appropriate project based on their particular skill level. - New skills should be taught as needed. - Help students to be conscious of time management by using self-made progress sheets. - Students should be involved in the evaluation of their project and be able to explain why they chose their particular fabric.	

SEWING III

CONTENT CHECKLIST:

Fabric properties

Care labelling

Clothing care
- washing
- pressing
- ironing

Project construction
- time management
- evaluation

CLOTHING I

CLOTHING I

GENERALIZATIONS:

People use clothing as a cue in forming impressions of others.

Clothing is an expression of individuality.

The successful completion of a sewing project enhances student self-concept.

Caring for one's own clothing encourages independence.

OBJECTIVES: The Student:

1. Appreciates the relationship between appearance and impression.
 - Analyzes the images created by clothing.

2. Develops a sense of accomplishment by completing a simple clothing project.
 - Individualizes their project using simple decorative techniques.
 - Identifies the cost and appropriate care of the project constructed.

CLOTHING I

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Appearance and Impressions	
a) Students bring in pictures of popular teenage idols. Discuss what image the idols try to project.	
b) Students bring in a garment or pictures of clothing they "wouldn't be caught dead in". Discuss the reasons why.	
c) Use pictures to relate clothing to: - changes in fashion - identity with a group - expression of personality	Harvey et al. Try This On For Size, 1976, ch. 1. Harvey et al. Try This On For Size, Duplicator Masters Book A, 1979, A1-10.
d) Discuss the question: Do students have a "uniform"?	
2. Clothing Project	
a) Students construct a simple clothing project i.e. vest, wrap skirt.	
b) Discuss how people can individualize their clothing i.e. designer label, initials, trim.	Pattern companies. Coats and Clarke leaflets.
c) Students individualize their project by the creative use of colors, textures or handcrafted applied designs.	Harvey et al. Try This On For Size, 1976, ch. 12.
d) Students describe the care required for their project and calculate the cost.	

CLOTHING I

CONTENT CHECKLIST:

First impressions

Communicating with clothing

Individualizing sewing projects

Clothing care

CLOTHING II

* Can be used as an alternative for Sewing II.

CLOTHING II

GENERALIZATIONS:

The elements of design may be expressed through clothing.

Through choice or construction, clothing can enhance one's self-concept.

OBJECTIVES: The Student:

1. Understands the relationship between clothing and self-concept.
 - Recognizes that clothing creates impressions and affects feelings.

2. Recognizes that the elements of design can be used to enhance one's appearance.

3. Selects a project based on skills, time, cost, and knowledge of the elements of design.
 - Evaluates the project on the basis of skill improvement and aesthetics.

CLOTHING II

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Clothing and Self-Concept Choose from: a) Students read or dramatize the saga of Wimpy and Wendel to illustrate the relationship between clothing and self-concept.	Harvey et al, Try This On For Size, 1976, pp. 48-52.
b) Students identify clothing fads and conformities in their lives i.e. school clothes vs. church clothes. Discuss how different clothing choices relate to feelings of belonging, comfort etc.	Harvey et al, Try This On For Size, 1976, pp. 53-56.
c) Students complete mini questionnaire to help clarify their feelings about clothing choices.	Harvey et al, Try This On For Size, 1976, p. 59.
2. Elements of Design Choose from:	
a) Identify the elements of design: line, color and texture and discuss how each affects one's appearance.	Harvey et al, Try This On For Size, 1976, pp. 60-63. Pattern companies resources.
Students practise using the elements of design by completing worksheets.	Michaud and Lefebvre, Try This On For Size, Duplicator Masters Book B, 1979, B1-10.
b) "Mystery Texture Bag". Blindfold students and have them feel a variety of textured fabrics. Discuss: - how the fabric feels - would they wear it? Why or why not? - what type of clothing would they use it for? - visualize the effects of the fabric texture on the wearer	

CLOTHING II

SUGGESTED LEARNING EXPERIENCES	RESOURCES
2. c) Have a "color workshop" in which teacher provides sets of colored fabrics for students to drape around their faces to see the effects of different colors next to the skin.	Lefebvre, Teacher's Guide, Try This On For Size, 1977, p.18.
d) Using catalogues or magazines, students choose garments suitable to their coloring and figure type to practise application of the elements of design to clothing choices.	Catalogues, magazines, pattern books.
3. Project	
a) From a teacher selection of patterns, students select a pattern and plan fabric choice. If possible, plan a field trip to buy fabric. Project selection should include consideration of: - elements of design - time available - present skill level - new skills to be learned - cost	
b) Discuss what is "success" in a sewn project from both teacher and student viewpoint. Considerations for student might include: - am I pleased with the finished project? - will I wear it/use it? - did I learn some new skills? etc. Considerations for teacher might include: - standards of construction - new skills learned - attitude and work habits etc.	
c) On the basis of the above, students evaluate their project.	

CLOTHING II

CONTENT CHECKLIST:

Clothing and self-concept

Elements of Design

- line
- color
- texture

Project selection

Standards of success

- personal
- formalized

Project evaluation

CLOTHING III

* Can be used as an alternative for Sewing III.

CLOTHING III

GENERALIZATIONS:

A successful wardrobe is the result of planning and management of resources.

A well informed consumer understands his rights and responsibilities.

Good workmanship and proper fit enhance the appearance of a garment and encourage a positive self-concept.

OBJECTIVES: The Student:

1. Plans a basic wardrobe based on one's personal needs, activities and resources.

2. Understands consumer rights and responsibilities.

3. Applies more advanced sewing skills to construction of a garment.

 - Learns how to select a pattern according to body measurements and figure type.

 - Learns how to make simple pattern alterations.

CLOTHING III

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Wardrobe Planning	
Choose from:	
a) Brainstorm for factors to be considered in wardrobe planning i.e. activities, climate etc. - Students may do a wardrobe inventory.	Harvey et al, Try This On For Size, 1976, Ch. 16. Lefebvre, Try This On For Size, Teacher's Guide, 1977, pp. 56-57.
b) Students plan a wardrobe for a two week vacation considering the factors of wardrobe planning. Specify an amount of money that may be used for necessary clothing to complete a wardrobe for the trip. Students may use pictures or actually pack a suitcase.	
c) Using pattern books and magazines, students choose eight basic wardrobe items (do not include outerwear or accessories) in a limited color range (i.e. 3 colors). Students see how many mix and match combinations they can develop using the basic eight. Mount on construction paper and display.	Pattern Books, Magazines
2. Rights and Responsibilities	
Choose from:	
a) Roleplay situations that might occur between customers and sales clerks i.e. purchasing and returning clothing.	Lefebvre, Try This On For Size, Duplicator Masters, Book A, 1979, A44-46.
b) Students discuss situations that have happened to them in the marketplace. - Discuss consumer rights and responsibilities.	Harvey et al, Try This On For Size, 1976, Ch. 17.

CLOTHING III

SUGGESTED LEARNING EXPERIENCES	RESOURCES
3. Garment Construction Choose from: a) Students take body measurements to determine correct pattern size and figure type. b) From a limited selection (selection will be based on student abilities and experience with the intention of increasing skill level) students choose a pattern considering how garment will fit into their present wardrobe. c) Teacher demonstrates simple alterations, i.e. lengthening, shortening, widening, narrowing. - Students make necessary alterations. d) Garment construction.	Pattern Companies. Brinkley et al, Teen Guide To Homemaking, 1978, Ch. 17.

CLOTHING III

CONTENT CHECKLIST:

- Wardrobe planning
- Consumer rights and responsibilities
- Figure type, body measurements
- Pattern selection
- Simple alterations
- Garment construction

LEISURE CRAFTS

LEISURE CRAFTS

GENERALIZATIONS:

Leisure time can be used constructively to create projects.

Self-concept may be improved through learning a new skill.

OBJECTIVES: The Student:

1. Appreciates the skills involved in a variety of handicrafts.

2. Develops co-ordination and skills in handicrafts through completion of a project.

LEISURE CRAFTS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Skill Appreciation Choose from: a) Teacher demonstrates a variety of techniques and students complete a small project to learn such skills as: - macrame - weaving - patchwork quilting - embroidery - latch hooking - stuffed animal or toy b) Have members of the community come and demonstrate some of the above skills. 2. Project Choose from: a) Students complete a larger project using one of the above skills. b) Co-operative project. Class may work on a group project such as a quilt, hooked rug etc. for some useful school or community purpose.	Pattern companies. J.P. Coats Co. leaflets. Harvey et al. Try This On For Size, 1976, ch. 12. Stanwood Products. "To-Sew" kits.

LEISURE CRAFTS

CONTENT CHECKLIST:

Handicraft skills

- appreciation

Handicraft project

SPORTS GEAR

SPORTS GEAR

GENERALIZATIONS:

The suitability of sports gear is influenced by fabric, finish, construction and style.

OBJECTIVES: The Student:

1. Examines sports gear for characteristics such as construction, fiber content, fabric finish, durability, comfort.

2. Identifies functional clothing for particular sporting activities.

 - Appreciates the function of textiles in sports or other activities.

3. Constructs a project which is involved in an active sport. (Note - sport does not exclude individual participation activities - walking, cycling, flying kites etc.)

Sports Gear
Level II
Elective

SPORTS GEAR

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Characteristics of Sports Gear a) Field trip to a sporting or camping goods store to compare such things as: - fabric types - fabric finishes - design suitability - durability - price, etc. of various types of sports equipment. b) Guest speaker from the Physical Education department to demonstrate and talk about qualities to look for in sports equipment: i.e. shoes, socks, track suits 2. Functional Clothing a) From pictures showing sporting activities, discuss the clothing needs and performance demands of the equipment involved. b) Bring in a "sackful" of clothes containing items for different purposes: (i.e. head - earmuffs, bathing cap, sweatband, toque.) Discuss the function, durability and design of each item for a particular sport.	Popular Sporting Magazines

SPORTS GEAR

SUGGESTED LEARNING EXPERIENCES	RESOURCES
3. Project Construction Choose from: Ski vest kit Hollofil booties Kite Duffle/sports bag Tool kits for bikes Tennis racquet cover Golf club covers Ski boot bags Mitts T-shirt Sweat pants	Harvey, et al. Try This On For Size, 1976, ch. 4. Day Break Industries MacPhee Workshop J. and P. Coats Ltd. Pattern Companies Lightening Zipper Company Velcro Co.

SPORTS GEAR

CONTENT CHECKLIST:

Functionality of sports gear

- construction
- fiber content
- fabric finish
- durability
- comfort

Construction of sports gear

SPECIAL PURPOSE SEWING

SPECIAL PURPOSE SEWING

GENERALIZATIONS:

Household textiles can play an important role in energy conservation.

Personal energy and skills can be used to improve the aesthetics of home surroundings and provide a sense of accomplishment.

OBJECTIVES: The Student:

1. Is aware of the need for energy conservation.
 - Learns to conserve energy by constructing a textile product for the home.

2. Uses personal energy and skills to construct and evaluate a textile product.
 - Recognizes new skills developed.

SPECIAL PURPOSE SEWING

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Special occasion/gifts - travel accessories - small appliance covers - special occasion decorations - Christmas, Easter etc. - placemats, napkins - casserole servers - wood carriers - "soft" boxes b) As a field trip or homework assignment, students visit a store to compare their project with a similar commercial product as to: cost appearance durability function Students will also evaluate their project in terms of skills developed.	

SPECIAL PURPOSE SEWING

CONTENT CHECKLIST:

- Energy conservation
- Project construction
- Evaluation

SPECIAL PURPOSE SEWING

SUGGESTED LEARNING EXPERIENCES	RESOURCES
1. Energy Conservation	
a) Brainstorm - What is energy? Should energy be conserved? How can we conserve energy in the home? Discuss the importance of conservation in the students' future.	Alberta's Utility Companies, Home Energy Management Kit. Alberta Energy and Natural Resources, Energy Glut Kit. Trans Alta Utilities, Home Energy Ideas. Electrical Utility Companies, Use Energy Wisely (slide, tape) Alberta's Electrical Utilities, Energy Management Posters.
b) Construct a simple textile product to conserve energy in the home i.e. draft stopper.	American Textile Utilities, Energy Management Posters. Lindall, Energy Saving Decorating.
2. Skill Development	
a) Construct a textile project related to students' needs and interests.	
Possible choices:	J. & P. Coats (Canada) Inc. Reference Booklets.
Room brighteners or organizers - wall/locker organizers - pillows - quilted, appliqued - window covers - rugs - hooked - foam exercise mat - lampshades - cloth or woven - soft furniture - giant laundry bag (appliqued)	Pattern Companies. Dunnigan, D. From the Denim Den, 1976.

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PROPOSED JUNIOR HIGH HOME
ECONOMICS COURSES PROGRAM PILOT
YEAR 1983-84 --
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For Reference

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